Interprofessional Learning in HealthCare (IPLH)

Dates:   Session 1, Tuesday, October 1, 2013  
         Session 2, Tuesday, November 26, 2013  
         Session 3, Tuesday, January 14, 2014

Times:  All sessions will be from 1:00pm-4:00pm

Location: J Wayne Reitz Union Museum Rd. Gainesville, Florida 32611  
          Grand Ballroom and Rion Ballrooms (2nd Floor)

Organization: Each session shall consist of two components, a self-study activity, to be completed prior to the session date and activities that will be completed individually and as a group during each of the three interactive sessions. You will receive an email notification prior to each session which will detail the self-study assignment and provide information about your team and ballroom assignment.

IPLH Contact Information:
Erik Black, PhD  
Assistant Professor of Pediatrics and Educational Technology  
University of Florida College of Medicine  
UF HSC Office of Interprofessional Education  
evblack@ufl.edu

Attendance is mandatory for all three sessions!

If you are unable to attend a session please contact Dr. Erik Black, ewblack@peds.ufl.edu to schedule a make-up.

Students with disabilities are encouraged to register with the Office for Student Services to determine the appropriate classroom accommodations. For students with print related disabilities, this publication is available in alternate format. For students with hearing disabilities trying to contact an office that does not list a TDD, please contact the Florida Relay Service at (1-800-955-8771 TDD).
Session 1: October 1, 2013

Interprofessional learning in patient safety and quality: Barriers for healthcare quality

Purpose
Students from multiple health colleges will review barriers to health care quality in ambulatory care. They will prioritize shortcomings in healthcare delivery and discuss approaches to improve health care quality and public health while developing an appreciation for the complexity of healthcare delivery and impediments to quality health care.

Objectives
1. Given a problem scenario, individuals will collaborate as an interdisciplinary team to identify and examine causes that contributed to the etiology of medical error;
2. Teams will collaborate to analyze, evaluate and report risks to patient safety within a specific scenario;
3. Teams will collaboratively appraise and justify approaches to preventing systemic errors associated with a specific scenario.

Conceptual Background
This team-based learning experience was designed and implemented as a component of a large, required longitudinal interdisciplinary learning activity for first and second year students at a large Southeastern US Academic Health Science Center. Team-based learning was adopted as an instructional methods based on its ability to promote discourse and involvement and to accommodate the limited number of faculty facilitators at our disposal. More information on team-based learning can be found via the Team-Based Learning Collaborative (http://www.teambasedlearning.org).

Learner Preparation
Prior to engagement in this activity, learners should be provided the following materials. Due to limitations associated with copyright, users must access the Sarkar et al. and Kohn et al. articles via their institution’s library system. The introduction to atrial fibrillation is included within this document as Appendix A. It is required that students read only the executive summary of Kohn et al. It should be suggested that students may benefit from the entire document. You will receive an email notification prior to each session which will detail the self-study assignment and provide information about your team and ballroom assignment.

3. Introduction to Atrial Fibrillation

If you are unable to attend a session please contact Dr. Erik Black, ewblack@peds.ufl.edu to schedule a make-up.
Interprofessional Learning Day (October 1, 2013):

Process:
Teams of 7 students will apply content learned from the individual learning activity to a problem scenario. Each student team will identify barriers to quality, prioritize contributing factors, and develop an action plan to improve the targeted problem.

Group Learning Activities:
1. Students will participate as member of a 7-person interdisciplinary group.
2. The session will begin with an Individual Readiness Assessment Test (IRAT) and a Group Readiness Assessment Test (GRAT). The IRAT will measure how well students prepared for the session as individuals. The GRAT helps the student group learn how team collaboration can increase the collective knowledge among team members.
3. Faculty facilitators will then guide student groups in evaluating a problem scenario.

Assessment:
1. IRAT score,
2. a GRAT score,
3. a peer evaluation, to be done after three sessions are completed

Schedule:
| 1. Welcome, overview of objectives, TBL and agenda |
| 2. Individual Readiness Assurance Test |
| 3. Group Readiness Assurance Test |
| 4. Discussion of appeals process |
| 5. Introduce application activity (read case) |
| 6. Application activity question one |
| 7. Discuss question one |
| 8. Application activity questions two and three |
| 9. Discuss questions two and three |
| 10. Application activity questions four and five |
| 11. Discuss questions four and five |
| 12. Application activity question six |
| 13. Discuss question six |
| 14. Summary, review of objectives, open question and answer |
| 15. Reminder about 2nd session, expectations, IRAT, GRAT, pre-reading. |
Session 2: November 26, 2013
Interprofessional learning in clinical ethics

Purpose
After preparatory readings, health professions students from multiple health colleges will actively engage in inter-professional dialogue about ethical codes and bioethical principles from across the health professions, apply these codes/principles to historical and present-day ethical dilemmas, and experience inter-professional teamwork in resolving ethical dilemmas.

Objectives
1. Given a problem scenario, individuals will work in teams to analyze ethical breaches of the healthcare professionals involved in the historical Tuskegee Experiment.
2. Individuals will work in teams to apply bioethical principles to the Tuskegee Experiment.
3. Individuals will work in teams to collaboratively analyze a present-day ethical dilemma in a clinical setting.
4. Individuals will work in team to develop an organizational approach for resolving ethical dilemmas.

Conceptual Background
This team-based learning experience was designed and implemented as a component of a large, required longitudinal interprofessional learning activity for first and second year health professional students at a large Southeastern US Academic Health Science Center. Team-based learning was adopted as an instructional methods based on its ability to promote discourse and involvement and to accommodate the limited number of faculty facilitators at our disposal. More information on team-based learning can be found via the Team-Based Learning Collaborative (http://www.teambasedlearning.org).

Learner Preparation
Prior to engagement in this activity, learners should be provided the following materials. Due to limitations associated with copyright, users must access the Brandt, Emanuel et al., McCormick, Moulton and King and Nelson articles via their institution’s library system. You will receive an email notification prior to each session which will detail the self-study assignment and provide information about your team and ballroom assignment.

Professional Codes of Ethics Crosswalk

If you are unable to attend a session please contact Dr. Erik Black, ewblack@peds.ufl.edu to schedule a make-up.
Interprofessional Learning Day (November 26, 2013):

Process:
Teams of 7 students will apply content learned from the individual learning activity to a problem scenario. Each student team will identify barriers to quality, prioritize contributing factors, and develop an action plan to improve the targeted problem.

Group Learning Activities:
1. Students will participate as member of a 7-person interdisciplinary group.
2. The session will begin with an Individual Readiness Assessment Test (IRAT) and a Group Readiness Assessment Test (GRAT). The IRAT will measure how well students prepared for the session as individuals. The GRAT helps the student group learn how team collaboration can increase the collective knowledge among team members
3. Faculty facilitators will then guide student groups in evaluating a problem scenario.

Assessment:
1. IRAT score,
2. a GRAT score,
3. a peer evaluation, to be done after three sessions are completed

Schedule:

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<td>Team Readiness Assurance Test</td>
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<td>4.</td>
<td>Discuss appeals process</td>
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<td>5.</td>
<td>“Name The Teams” Exercise (optional)</td>
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<td>6.</td>
<td>Introduce application exercise</td>
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<td>7.</td>
<td>Application Exercise Part 1 (Questions 1-4)</td>
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<td>8.</td>
<td>Discuss Questions 1-4</td>
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<td>9.</td>
<td>Application Exercise Part 2 (Questions 5-6)</td>
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<td>10.</td>
<td>Discuss Questions 5-6</td>
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<td>11.</td>
<td>Application Exercise Part 3 (Question 7)</td>
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<td>12.</td>
<td>Discuss Question 7</td>
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Session 3: January 26, 2013
Interprofessional learning in health systems and inequalities

Purpose

After preparatory readings, health professions students from multiple health colleges will actively engage in inter-professional dialogue and experience interprofessional teamwork while engaging in activities related to health systems and inequalities.

Objectives

1. Given a problem scenario, individuals will collaborate as an interdisciplinary team to identify and examine the social and health system-level factors that affect health care across facilities;
2. Teams will collaborate to analyze, evaluate and report how insurance status and cost influence access to, quality of and quantity of care
3. Team members will interact with one another with confidence, clarity, and respect, working to ensure common understanding of both strengths and weaknesses in healthcare delivery.
4. Teams will collaboratively appraise and justify approaches appropriate to the specific care situation, in patient-centered problem solving.

Conceptual Background

This team-based learning experience was designed and implemented as a component of a large, required longitudinal interdisciplinary learning activity for first and second year health professional students at a large Southeastern US Academic Health Science Center. Team-based learning was adopted as an instructional methods based on its ability to promote discourse and involvement and to accommodate the limited number of faculty facilitators at our disposal. More information on team-based learning can be found via the Team-Based Learning Collaborative (http://www.teambasedlearning.org).

Learner Preparation

Prior to engagement in this activity, learners should be provided the following materials. Due to limitations associated with copyright, users must access the articles via their institution’s library system. You will receive an email notification prior to each session which will detail the self-study assignment and provide information about your team and ballroom assignment.


If you are unable to attend a session please contact Dr. Erik Black, ewblack@peds.ufl.edu to schedule a make-up.

Interprofessional Learning Day (January 14, 2014):

Process:
Teams of 7 students will apply content learned from the individual learning activity to a problem scenario. Each student team will identify barriers to quality, prioritize contributing factors, and develop an action plan to improve the targeted problem.

Group Learning Activities:
1. Students will participate as member of a 7-person interdisciplinary group.
2. The session will begin with an Individual Readiness Assurance Test (IRAT) and a Group Readiness Assurance Test (GRAT). The IRAT will measure how well students prepared for the session as individuals. The GRAT helps the student group learn how team collaboration can increase the collective knowledge among team members
3. Faculty facilitators will then guide student groups in evaluating a problem scenario.

Assessment:
1. IRAT score,
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3. a peer evaluation, to be done after three sessions are completed

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<td>Discuss Questions 3-4</td>
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<td>Discuss Question 5</td>
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